

Williams Middle

1119 North Irby street
Florence, South Carolina

Grades	7-8 Middle School	
Enrollment	662 Students	
Principal	Leon A. McCray, Jr.	843-664-8162
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

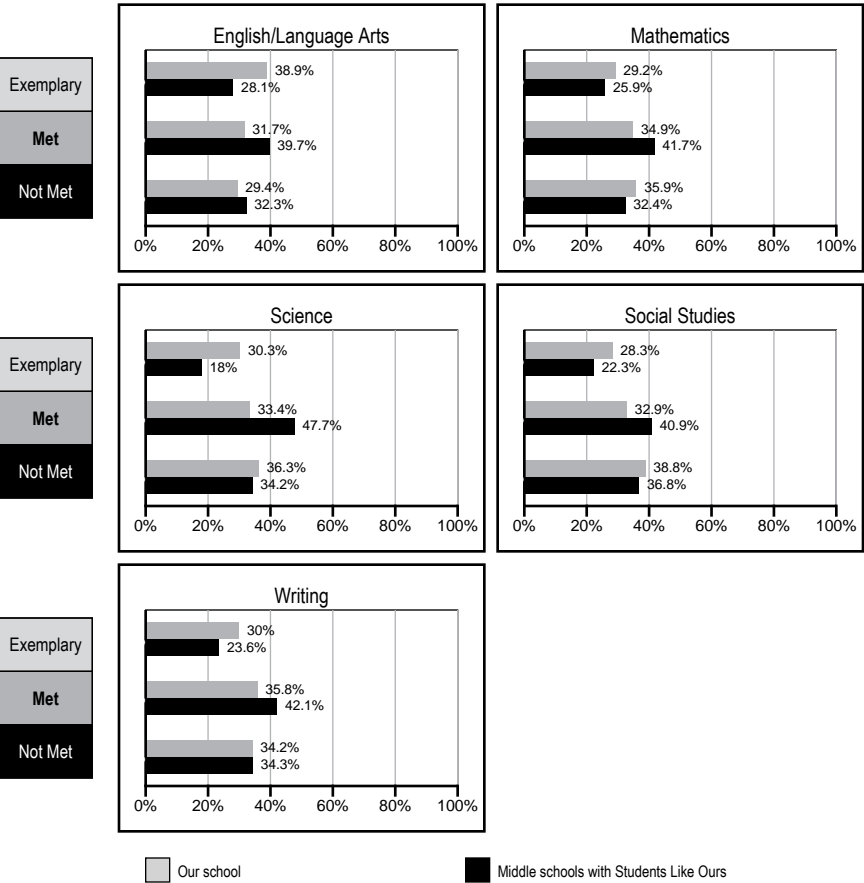
Percent of students tested in 2008-09 whose 2007-08 test scores were located 94.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	42	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	87.7%	97.6%
English 1	94.8%	96.8%
Physical Science	N/A	90.9%
US History and the Constitution	N/A	N/A
All Subjects	92.0%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=662)				
Students enrolled in high school credit courses (grades 7 & 8)	18.4%	Up from 14.9%	18.3%	21.6%
Retention rate	2.4%	Down from 3.5%	1.3%	1.2%
Attendance rate	95.9%	Down from 96.6%	95.6%	95.9%
Eligible for gifted and talented	0.0%	Down from 1.7%	15.7%	14.8%
With disabilities other than speech	16.7%	Down from 17.6%	13.6%	12.6%
Older than usual for grade	3.8%	Down from 5.6%	2.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.9%	Up from 1.6%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	50.0%	Up from 44.0%	54.3%	56.9%
Continuing contract teachers	60.0%	Down from 78.0%	75.0%	72.7%
Teachers with emergency or provisional certificates	18.8%	Up from 17.8%	4.8%	5.3%
Teachers returning from previous year	90.0%	Up from 87.7%	83.0%	82.9%
Teacher attendance rate	96.1%	Up from 95.7%	95.2%	95.2%
Average teacher salary*	\$46,493	Up 4.1%	\$45,893	\$46,599
Professional development days/teacher	7.4 days	Down from 9.4 days	10.2 days	10.8 days
School				
Principal's years at school	4.0	Up from 0.0	4.0	3.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 18.2 to 1	20.1 to 1	20.1 to 1
Prime instructional time	91.5%	Up from 91.2%	89.7%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.6%	97.8%
Character development program	Below Average	No Change	Good	Good
Dollars spent per pupil**	\$8,408	Up 0.7%	\$7,435	\$7,645
Percent of expenditures for instruction**	67.6%	Up from 67.3%	64.6%	63.4%
Percent of expenditures for teacher salaries**	63.5%	Up from 62.9%	60.0%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Williams Middle School faculty and staff have been involved in various activities to improve student learning. Teachers have participated in both district and on-site staff development activities.

Many students participated in the Extended Day Program. The purpose of the program is to increase academics and PACT scores. Family nights were held in conjunction with the program to increase parental involvement. Family nights afforded the program an opportunity to showcase student knowledge and talent.

The Third Annual School Wide Showcase was held in February. It provided all students an opportunity to display their work, present a project, or participate in a performance. The Wax Museum continues to be the highlight of the evening.

Williams Middle School continues to refine its programs with the inclusion of Making Middle Grades Work. It is sponsored by the Southern Regional Education Board. The goal of the program is to ensure that middle school students are prepared for high school courses. Two initiatives that Williams is working on are Redo Café and The Power of the I. These two programs work in conjunction with each other to decrease failures.

Williams Middle School continues to seek additional and better ways to improve academic achievement. We are striving for excellence, and we will achieve it. We ask that you assist us in this task.

Leon A. McCray, Jr.
Principal

Karen Heustess
School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	274	172
Percent satisfied with learning environment	71.4%	70.7%	77.1%
Percent satisfied with social and physical environment	74.1%	68.9%	67.3%
Percent satisfied with school-home relations	64.3%	81.9%	73.4%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	20.2%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	658	96.5	30.9	33.2	35.9	76.9	85	82.8	Yes	Yes
Gender										
Male	316	96.5	34.9	32.3	32.7	71	82.3	79.3	N/A	N/A
Female	342	96.5	27.2	34	38.8	82.3	87.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	197	94.4	15.6	22.5	61.8	87.3	91.7	89.5	Yes	Yes
African American	412	97.1	41.2	39.8	19	70	78.3	73.7	Yes	Yes
Asian/Pacific Islander	24	100	N/AV	N/AV	N/AV	100	97.4	92.3	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	83.3	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	83.3	82.5	I/S	I/S
Disability Status										
Disabled	114	83.3	65.8	22.4	11.8	40.8	58.8	52	No	No
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	84.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	445	96.2	42.1	38.3	19.6	68.6	78.6	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	658	96.7	35.8	37.7	26.5	71	79	78.9	Yes	Yes
Gender										
Male	316	96.8	39.8	33.5	26.8	65.8	77	77	N/A	N/A
Female	342	96.5	32.1	41.6	26.3	75.8	81	80.9	N/A	N/A
Racial/Ethnic Group										
White	197	94.9	18.5	32.4	49.1	84.4	88.6	87.2	Yes	Yes
African American	412	97.1	48.3	42.8	9	61.3	69.3	66.7	Yes	Yes
Asian/Pacific Islander	24	100	N/AV	N/AV	N/AV	100	97.4	93	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	82.6	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	83.3	79.5	I/S	I/S
Disability Status										
Disabled	114	86.8	76.9	14.1	9	21.8	47.6	45.5	No	No
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	81.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	445	96.4	46.8	43.3	9.9	61.7	70.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	488	96.3	35.1	33.4	31.5	64.9	67.8	67.5
Gender								
Male	233	95.7	35.5	33	31.5	64.5	68.2	67
Female	255	96.9	34.7	33.8	31.5	65.3	67.3	68
Racial/Ethnic Group								
White	146	95.9	20.6	21.4	58	79.4	81.5	79.5
African American	298	96	46	42	12	54	54.2	50.3
Asian/Pacific Islander	21	100	N/AV	N/AV	N/AV	100	91.4	84.3
Hispanic	11	100	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	80	85	75.9	12.1	12.1	24.1	41.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	59.4	59.6
Socio-Economic Status								
Subsided meals	324	95.1	48.1	39.5	12.4	51.9	55.3	55.1

Social Studies

All Students	495	95	37.8	32.5	29.7	62.2	72.3	72.3
Gender								
Male	246	93.5	42	27.8	30.2	58	71.7	71.5
Female	249	96.4	33.8	37.1	29.1	66.2	73	73.2
Racial/Ethnic Group								
White	155	94.2	19.6	30.4	50	80.4	81.7	80.7
African American	305	94.8	51.8	35.3	12.9	48.2	62.4	60
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	89.5	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.3	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	82	74.4	72	12	16	28	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.7	67.9
Socio-Economic Status								
Subsided meals	338	94.1	51.7	35.4	12.9	48.3	61.8	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	666	94.6	33.3	36.3	30.5	66.7	72.6	70.2	95.9	95.6
Gender										
Male	323	92.3	37	35.1	27.9	63	66	63.2	95.3	95.4
Female	343	96.8	30	37.3	32.7	70	79.3	77.5	96.5	95.8
Racial/Ethnic Group										
White	200	94	21.3	26.4	52.2	78.7	80.9	79.1	95.7	95.5
African American	419	94.5	42.8	42	15.2	57.2	64.1	57.6	95.8	95.7
Asian/Pacific Islander	24	100	N/AV	N/AV	N/AV	100	89.1	86.2	98.7	97.5
Hispanic	11	90.9	I/S	I/S	I/S	I/S	71.6	62.6	96.6	95.1
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	69.2	68.7	93.4	95.9
Disability Status										
Disabled	103	81.6	83.6	14.9	1.5	16.4	30.9	26.1	93.5	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.3	61.2	96.9	96.1
Socio-Economic Status										
Subsidized meals	450	93.8	45.8	41.7	12.5	54.2	62.9	58.9	95.2	95

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	336	97.3	29.2	29.5	41.3	70.8
	8	322	95.7	32.7	37.1	30.2	67.3

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	336	96.7	27.3	40.2	32.5	72.7
	8	322	96.6	44.6	35.1	20.3	55.4

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	336	96.1	30.7	32.8	36.6	69.3
	8	152	96.7	44.4	34.8	20.7	55.6

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	335	95.8	41.1	24.2	34.7	58.9
	8	160	93.1	30.8	50.4	18.8	69.2

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	338	94.7	31.8	33.9	34.3	68.2
	8	328	94.5	34.8	38.7	26.6	65.2

Abbreviations for Missing Data

N/A--Not Applicable

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N/R--Not Reported

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